

## OAKBROOK MIDDLE

286 Old Fort Drive  
Ladson, SC 29456

**GRADES** 6-8 Middle School

**ENROLLMENT** 973 Students

**PRINCIPAL** Garland W. Crump 843-873-9750

**SUPERINTENDENT** Joseph R. Pye 843-873-2901

**BOARD CHAIR** Bufort Blanton, Jr. 843-873-2901

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	22	4	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

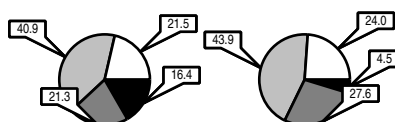
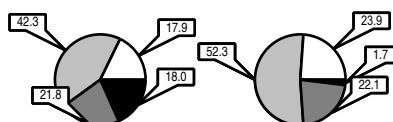
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




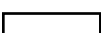
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	65	317	227
Percent satisfied with learning environment	96.9%	66.7%	79.7%
Percent satisfied with social and physical environment	98.4%	66.7%	59.7%
Percent satisfied with home-school relations	72.3%	77.0%	73.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	960	99.3	23.9	52.3	22.1	1.7	23.8	17.6
Gender								
Male	509	99.0	31.3	51.3	17.0	0.4	17.5	17.6
Female	451	99.6	15.7	53.4	27.8	3.1	30.9	17.6
Racial/Ethnic Group								
White	553	99.5	18.5	51.4	28.0	2.1	30.1	17.6
African-American	347	99.1	34.1	54.0	11.3	0.6	11.9	17.6
Asian/Pacific Islander	27	96.3	22.2	44.4	29.6	3.7	33.3	17.6
Hispanic	23	100.0	13.3	60.0	20.0	6.7	26.7	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	854	99.4	19.8	53.7	24.6	1.9	26.5	17.6
Disabled	106	98.1	58.5	40.4	1.1	N/A	1.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	960	99.3	23.9	52.3	22.1	1.7	23.8	17.6
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	951	99.3	23.4	52.6	22.3	1.7	24.0	17.6
Socio-Economic Status								
Subsidized meals	271	98.5	36.6	48.7	13.4	1.3	14.7	17.6
Full-pay meals	689	99.6	19.3	53.6	25.2	1.9	27.1	17.6

Mathematics								
All students	960	99.7	17.9	42.3	21.8	18.0	39.8	15.5
Gender								
Male	509	99.6	20.1	40.7	21.4	17.8	39.2	15.5
Female	451	99.8	15.4	44.1	22.2	18.3	40.5	15.5
Racial/Ethnic Group								
White	553	99.6	11.2	41.4	24.1	23.3	47.4	15.5
African-American	347	99.7	29.7	45.0	18.2	7.0	25.2	15.5
Asian/Pacific Islander	27	100.0	14.3	28.6	21.4	35.7	57.1	15.5
Hispanic	23	100.0	13.3	53.3	6.7	26.7	33.3	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	854	99.8	12.2	43.7	24.0	20.1	44.1	15.5
Disabled	106	99.1	65.3	30.5	3.2	1.1	4.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	960	99.7	17.9	42.3	21.8	18.0	39.8	15.5
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	951	99.7	17.6	42.3	21.9	18.2	40.1	15.5
Socio-Economic Status								
Subsidized meals	271	99.3	30.3	45.7	17.1	6.8	23.9	15.5
Full-pay meals	689	99.9	13.4	41.0	23.5	22.1	45.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	279	N/A	20.9	42.2	31.7	5.2	36.9
	Grade 7	332	N/A	19.9	56.5	21.4	2.2	23.6
	Grade 8	352	N/A	17.8	49.1	29.8	3.2	33.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	309	99.7	31.4	42.0	23.7	2.8	26.5
	Grade 7	286	99.3	21.9	50.9	25.3	1.9	27.2
	Grade 8	365	98.9	19.1	62.1	18.2	0.6	18.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	279	N/A	21.6	41.8	23.5	13.1	36.6
	Grade 7	332	N/A	26.4	35.4	17.7	20.5	38.2
	Grade 8	352	N/A	24.6	54.7	12.6	8.2	20.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	309	100.0	19.7	39.1	22.9	18.3	41.2
	Grade 7	286	100.0	15.7	35.6	24.7	24.0	48.7
	Grade 8	365	99.2	18.1	50.5	18.4	13.0	31.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 973)				
Students enrolled in high school credit courses (grades 7 & 8)	35.3%	Down from 38.4%	29.9%	14.4%
Retention rate	5.6%	Up from 5.5%	2.2%	2.3%
Attendance rate	95.0%	Up from 94.5%	95.2%	95.2%
Eligible for gifted and talented	16.2%	Up from 14.3%	22.1%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.9%	Down from 11.3%	10.9%	14.1%
Older than usual for grade	4.4%	Up from 3.9%	3.3%	4.9%
Suspended or expelled	5.5%	Down from 9.2%	1.7%	1.3%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	65.0%	Down from 65.2%	52.2%	47.1%
Continuing contract teachers	83.3%	Up from 80.3%	84.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.5%	Down from 85.7%	87.6%	84.3%
Teacher attendance rate	96.3%	Up from 95.9%	95.4%	95.0%
Average teacher salary	\$40,608	Up 0.7%	\$40,952	\$39,924
Prof. development days/teacher	10.4 days	Up from 7.8 days	9.9 days	10.7 days

School				
Principal's years at school	16.0	Up from 15.0	5.0	3.0
Student-teacher ratio	21.9 to 1	Up from 11.2 to 1	21.5 to 1	21.0 to 1
Prime instructional time	90.1%	Up from 89.9%	89.7%	88.9%
Dollars spent per pupil*	\$5,127	Up 1.8%	\$5,406	\$5,854
Percent spent on teacher salaries*	64.4%	Down from 64.6%	64.4%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	88.4%	Down from 91.8%	91.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Oakbrook Middle School, located in the southern corner of Dorchester County by the Ashley River, continues to meet its mission of preparing responsible, competent, and caring lifelong learners. The 959 multicultural student body demonstrated their success in the field of Social Studies during the Low Country Quest Competition as well as placing in mathematics and writing competitions. There were six Duke TIP Scholars and 39 Junior Scholars. Students held benefit drives for causes ranging from foster children to food bank contributions. OMS supports an active recycling program run by our Special Education students and participates in the annual beach sweep. Several students were members of regional band while another was recognized nationally for her poetry. Students were active in play production, Black History Programs, cultural exhibitions, concerts, field trips and school dances.

Teacher's professional development focused on Differentiated Instruction (an instructional strategy that addresses the needs of all children in a heterogeneously grouped classroom), Write Traits (a six-step writing program), advanced/gifted math and language arts classes, Reading Renaissance (a school-wide daily reading program), Internet and reading computer labs. Teachers began using "Standards In Practice" (a calibration of SC standards with daily instruction and assessment). Teachers were involved in Toyota Time, EIA and PTSA Grants. Some of our teachers received National Board Certification and the National Science Teacher Award. OMS Rookie Teacher of the year was also honored as the district's Rookie Teacher of the Year.

The Oakbrook Community continues to support students through business partnerships and shadowing programs. With the help of parents, OMS had a successful intramural boys and girls basketball team. PTSA raised money for intramural uniforms, a school-wide motivational program and a stage curtain. Faculty, staff, parents and community members work together with our students to ensure growth academically, athletically, culturally and in service to their community.

OMS will continue to focus on its PACT scores while developing the total child. Come and visit a great place where students "care to learn and learn to care!"

Garland Crump, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.